

Hartley[♥]

Antonyms/ Synonyms



Antonyms/ Synonyms

SPECIAL FEATURES

STUDENT PLANNING records student errors on the teacher's file for later review. The STUDENT PLANNING file holds up to **50 student records** before you need to erase the file.

Select any student, or group of students, to view work.

Print out or view on screen exact record of errors.

Easy MODIFICATION of any file.

CREATE new lessons as desired.

DELETE any file as desired.

Instructional DESIGN OPTIONS.

Skill Level 4-8 Reading Level 4-6

This Hartley program requires a 48K
*Apple II, II+, IIe, or IIc, or
Franklin ACE 1000 and one disk drive.

When using the Apple IIe, the
CAPS LOCK key must be down at
all times; the LOCK key on the
Franklin ACE 1000.

1982 Hartley Courseware, Inc.
Dimondale, MI 48821

*Apple II, II+, IIe, and IIc are trademarks of APPLE COMPUTER, INC.

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PURPOSE

This program was developed to provide individualized instruction for students who need practice in the identification and use of antonyms and synonyms.

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This disk uses a high-speed operating system, **Diversi-DOSTM**, which is licensed for use with this program only. To legally use **Diversi-DOS**, send \$30.00 directly to DSR, Inc., 5848 Crampton Ct., Rockford, IL 61111. You will receive a **Diversi-DOS** disk and documentation.

CREDITS

The upper/lower case alphabet
used on this disk was developed
by and used with permission of:

MECC

2520 Broadway Dr.
Lauderdale, MN 55113

RUNNING THE PROGRAM

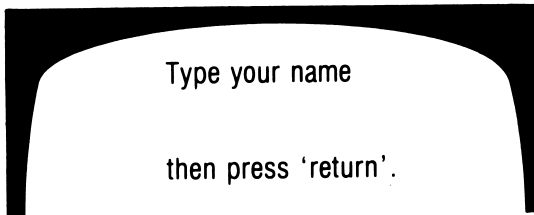
This program will boot on a 3.3 Disk Operating System.

When running the program on the **Apple IIe**, you must keep the **CAPS LOCK** key down. On the **Franklin ACE 1000**, the **LOCK** key must be down at all times.

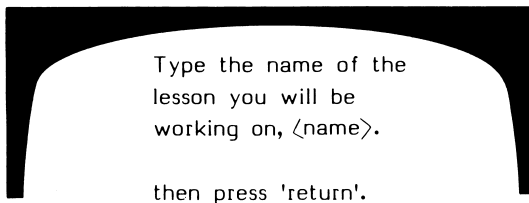
Put the disk in Drive 1; close the door. Turn on your computer. If you are using an Apple II Plus, or Apple IIe, the disk will boot automatically when you turn on the computer.

If you have an Apple II - type **PR#6** and press **RETURN**. The program will load into your computer and run automatically - don't type catalog!

The credits will vanish and this frame appears:



Type in your name and press **RETURN**. The next frame to appear is:



If your teacher has not assigned a lesson, you may wish to check with him/her before going further. If you are using the disk independently, and you don't know which lessons are available on the disk, simply type

? (and press RETURN)

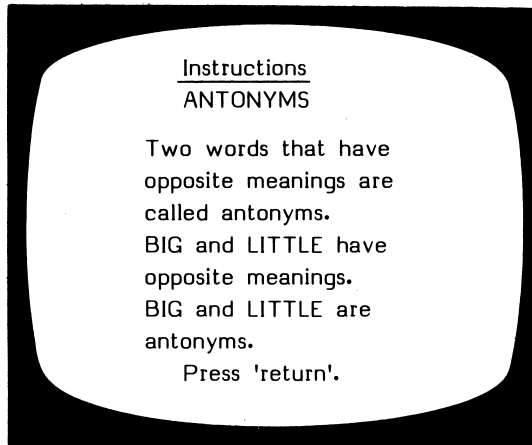
This will take you to the 'catalog' which will show you the list of lessons available on the disk. After all lessons in the catalog have been shown, the computer will return you to the "Type the name of the lesson....." frame. At that time, you would type in the lesson you have selected. If you are just starting to work with the program and there is no lesson assignment, start with the first lesson on the disk.

The lessons on this Antonyms/Synonyms disk are:

3rd	4th	5th	6th	7th	8th
SY3	SY4	SY5	SY6	SY7	SY8
AN3	AN4	AN5	AN6	AN7	AN8
SA3A	SA4A	SA5A	SA6A	SA7A	SA8A
SA3B	SA4B	SA5B			

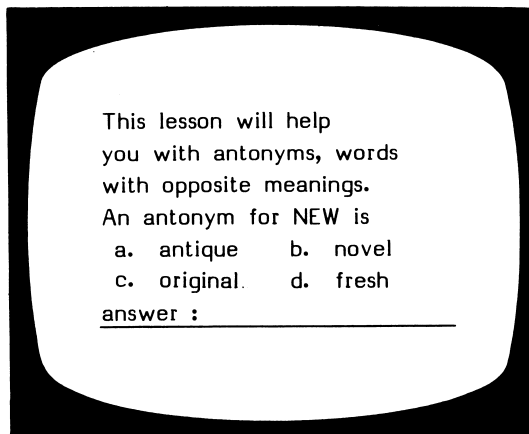
The objectives for each lesson are listed in the back of this booklet.

After the lesson name (SY3, SA5, etc.) has been entered the first screen to appear will be the Instructions for that lesson.

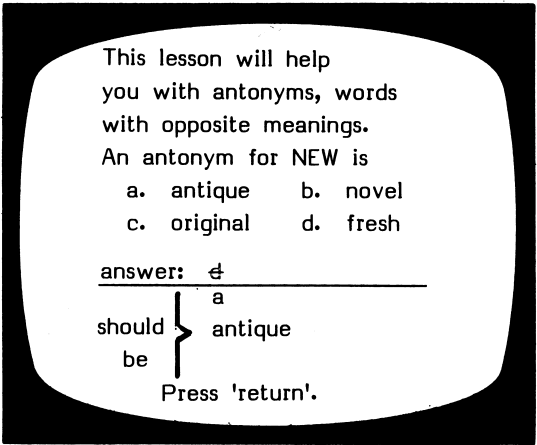


The Instructions frame may be accessed at any time by the student by pressing 'H' (RETURN) when a response is called for. The program will automatically return to the appropriate question frame.

The frames in the lesson will be then be presented. The letter of the answer or the answer may be typed. A typical question frame looks like this:



If answered correctly, the computer will present the next question. If incorrect, the incorrect answer is crossed out and the correct answer shown:



The number of tries a student gets to answer the question before the answer is shown is set by the teacher in the Design Options for that particular lesson. The Design Options are accessed via the Teacher's MENU - see page 7.

There is an **ESC**ape option on this program. If for some reason you wish to terminate the lesson, press the **ESC** key at any time a response is called for. What has been attempted to that point will be recorded.

When the student has finished the lesson, or has **ESC**aped out, the next frame will display the student's results in terms of the number of items correct out of the total responses together with the correct response for each item missed.

STUDENT: TIM
LESSON: AN6
THERE ARE 18 QUESTIONS IN THIS LESSON.
17 CORRECT OUT OF 20 ATTEMPTS.

YOU MISSED THESE:

<u>FRM#</u>	<u>YOUR ANSWER</u>	<u>CORRECT ANSWER</u>
01	PRIVILEGE	SLAVERY
		A
11	SIMILARITY	ORIGINAL
		C
=====		
11	A	ORIGINAL
		C

After viewing the results, the student should press RETURN. The "Type your name." frame will appear once more, ready for another lesson or student.

Student results are automatically stored in STUDENT PLANNING for later review by the teacher.

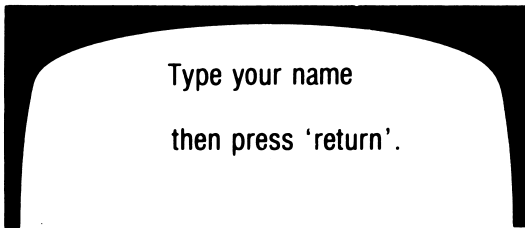
FOR THE TEACHER ONLY

Teacher's MENU

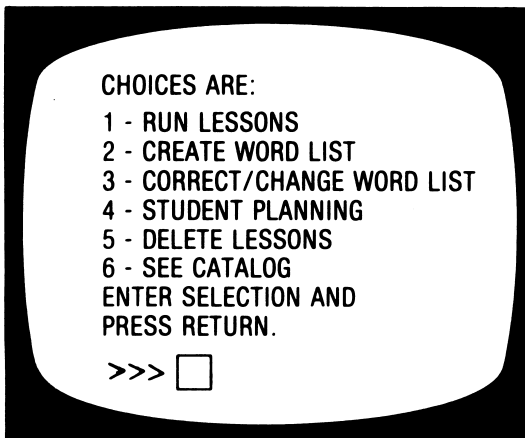
The lessons on this disk are for the student.

There are also programs for the teacher. These programs allow the teacher to "do things" to the student lessons on the disk.

The teacher's programs may be accessed by using the name **MENU** when the following screen appears:



Instead of a name, type **MENU** and press **RETURN**.
The following MENU will be shown:

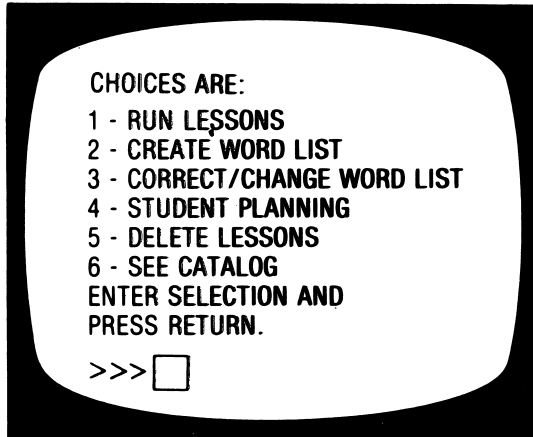


The following pages will describe exactly how to use each of these programs on the teacher's MENU.

CREATE WORD LIST

(Creating New Lessons)

If you wish to **create** your own word list, select **2** from the Teacher's MENU. Remember, to access the the Teacher's MENU, type **MENU** (instead of a name) when the "Type your name." frame appears.

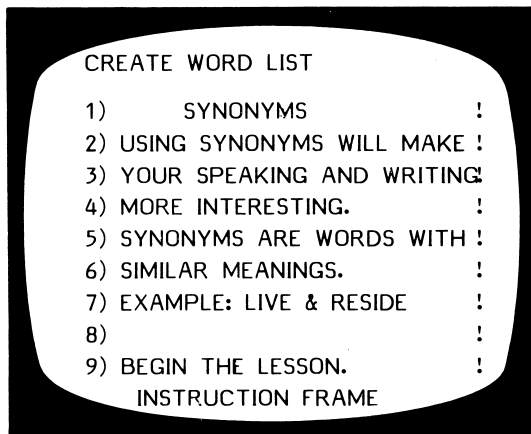


Select 2 - CREATE WORD LIST

First, you will have to give your new lesson a name. Keep it short. The name must start with a letter. 2-3 letters make a good name.

Once you have typed in a name, the following screen will be displayed.

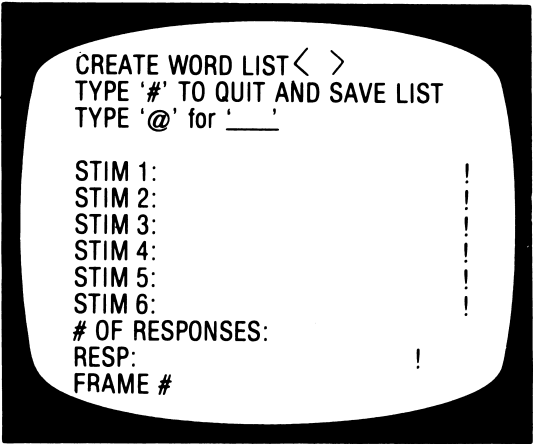
This frame may be accessed at anytime a response is called for by pressing 'h' (for help).



After the Instructions frame, the following frame will be shown.

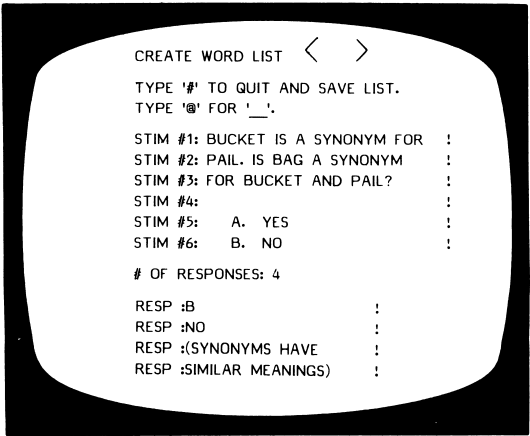
To make a blank in the stimulus, type the '@' symbol.

To capitalize a letter, press **ESC** immediately before the letter to be capitalized.

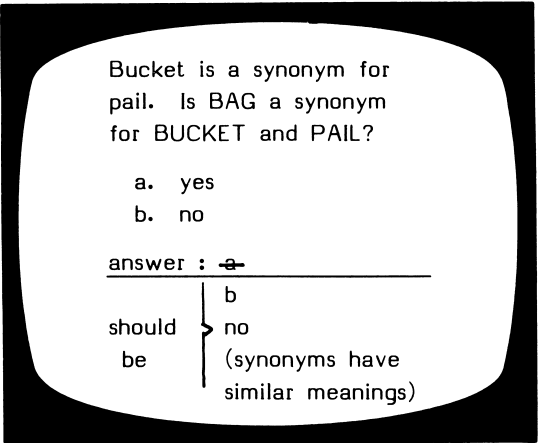


This information will appear as one frame to the student. You may have 1-4 correct responses. Any of these answer alternatives will be accepted as correct. When the student misses an answer, the correct answer options are shown. Because of this, many teachers use the last 2 or 3 responses for a rule or an explanation to the student. When the student misses an answer, the rule or explanation is then shown on the screen.

This is what a frame containing an explanation would look like as you CREATE it.

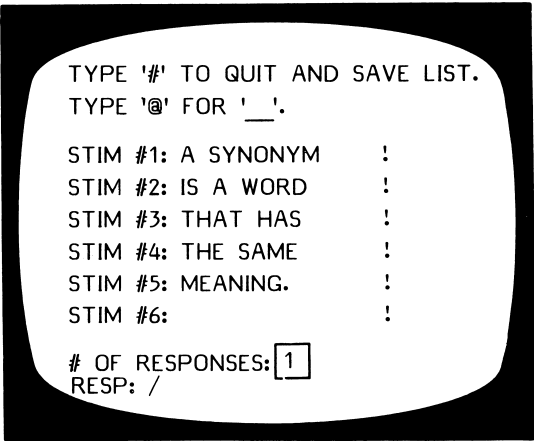


This is how the frame would appear to the student if he missed the question.



These frames are designed to require a response from the student.

You also have the option of writing a frame which does not require a response.

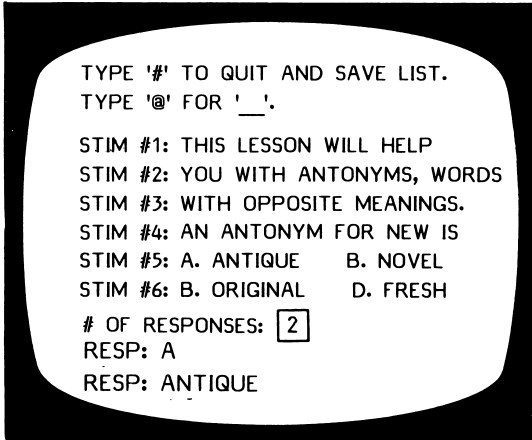


Indicate there is only correct response. Make that response a .

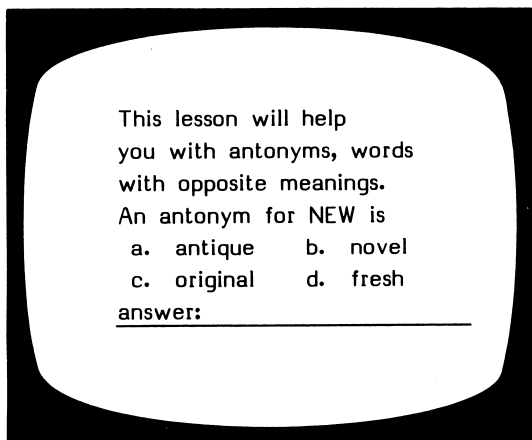
The / mark acts as a que to the computer to allow the student to progress to the next frame by just pressing RETURN.

Making Capital Letters

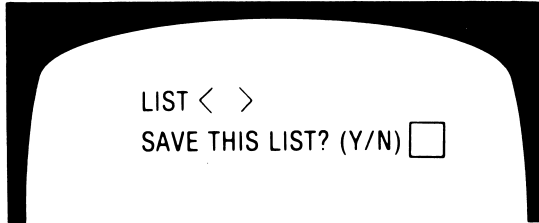
Press ESC immediately before the letter to be capitalized.



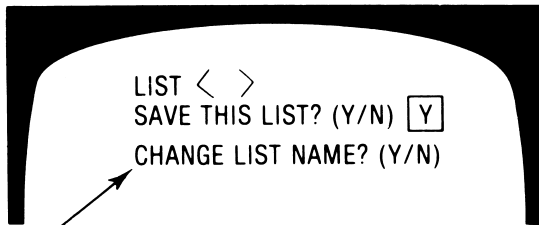
The above screen will appear to the student as:



When you have typed the last frame you want in your lesson, type '#' by itself on the first line of the next frame and press **RETURN**. The computer now branches you to the Design Options (see pp. 15-18). Now you will be asked:



```
LIST < >
SAVE THIS LIST? (Y/N) ☐
```



```
LIST < >
SAVE THIS LIST? (Y/N) ☒ Y
CHANGE LIST NAME? (Y/N)
```

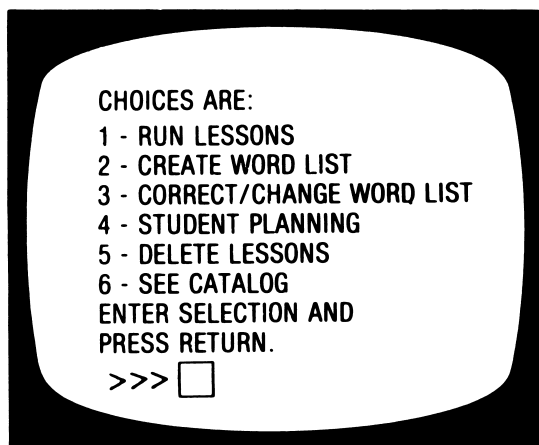
This is a new name option if you change your mind about the name you gave the lesson when you began.

CAUTION

When you are **CREATING** your own lessons, SPACE BAR errors can occur. SPACE BAR errors are 'evil' little errors which creep into your programs (and you can't see them). Symptoms-you answer a question by typing 'Yes'. The computer says your answer should be 'Yes'. This is infuriating! What has happened is the space bar was pressed after the answer was typed. Now the computer thinks the answer is 'Yes space bar'. To correct the problem, use **CORRECT/CHANGE** and retype the correct answer without touching the space bar.

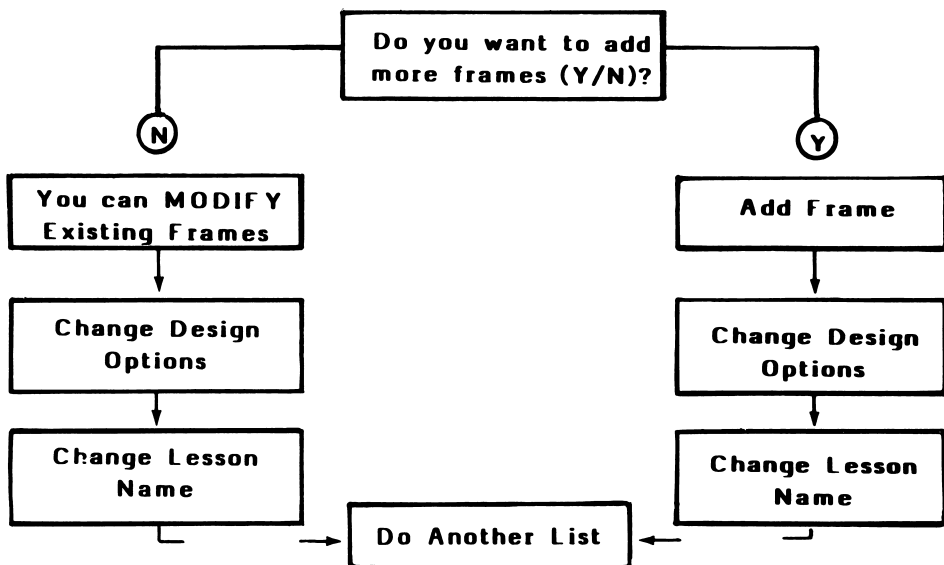
CORRECT/CHANGE WORD LIST

Your screen is now showing the Teacher's MENU.



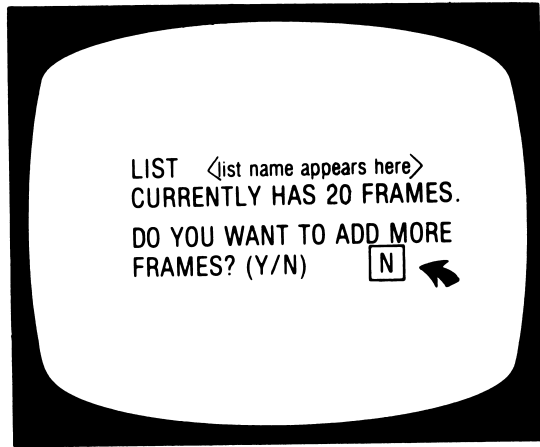
Select 3 - CORRECT/CHANGE WORD LIST

The YES/NO sequence of Correcting or Changing word lists.



You can MODIFY or ADD frames. To do both you must cycle through both the Y and N option.

First, you will need to identify the lesson you wish to consider.

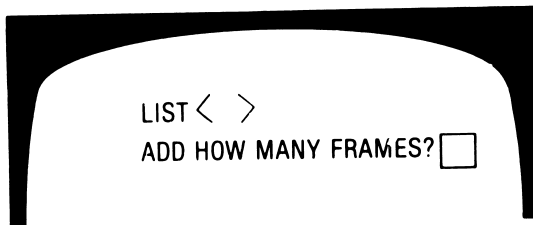


```
LIST <list name appears here>
CURRENTLY HAS 20 FRAMES.
DO YOU WANT TO ADD MORE
FRAMES? (Y/N) ☐ N
```

The **DEFAULT** value is the value the computer will accept if you simply press **RETURN** and do not change the number or letter.

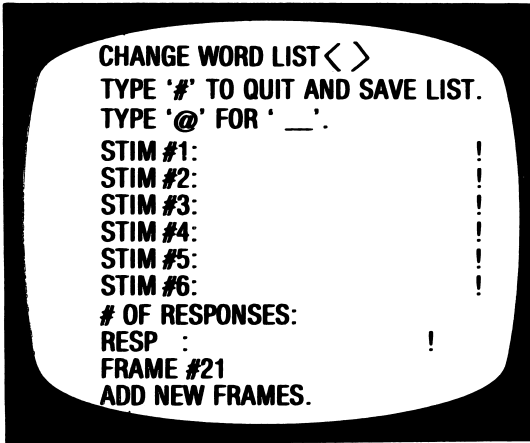
If you want to increase the number of items, type **Y**. You will then go immediately to the program which allows you to add items.

If **YES**



```
LIST < >
ADD HOW MANY FRAMES? ☐
```

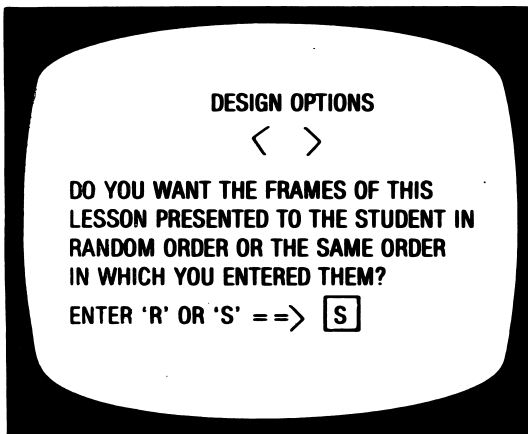

This frame will then appear.



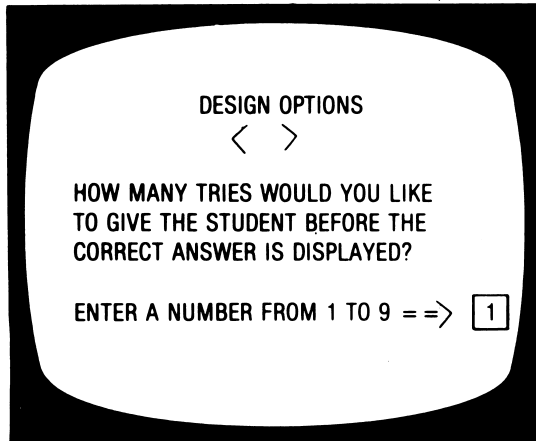
For more information see the section on CREATE a New Lesson.

The exclamation marks are indicators of maximum length per line (approx. 25 spaces).

After new frames are added the computer will branch you to the Design Options for that lesson.



Be careful about changing this on existing lessons. Some are graduated in difficulty. For new lessons you Create, this is a nice flexibility.



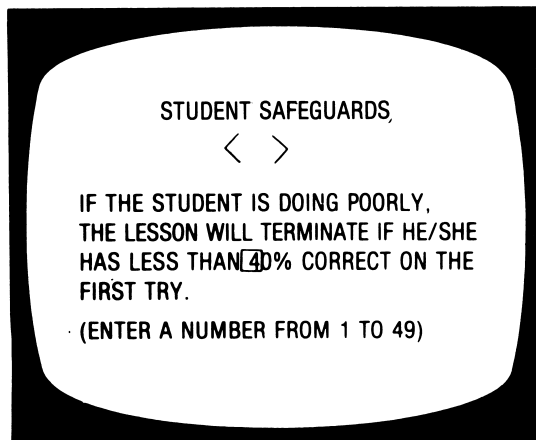
DESIGN OPTIONS

< >

HOW MANY TRIES WOULD YOU LIKE
TO GIVE THE STUDENT BEFORE THE
CORRECT ANSWER IS DISPLAYED?

ENTER A NUMBER FROM 1 TO 9 ==>

If it's a "fill-in-the-blank" answer, you may want to change this. On a 2-response, multiple choice you obviously would not.



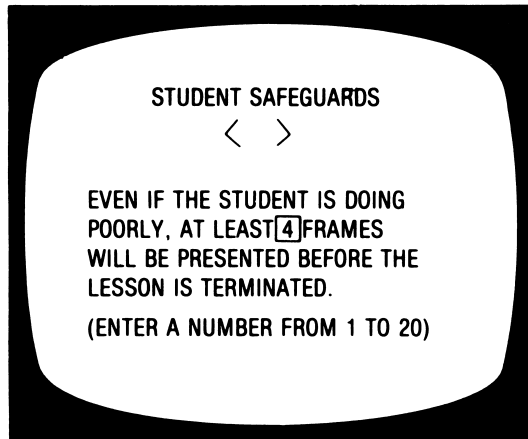
STUDENT SAFEGUARDS

< >

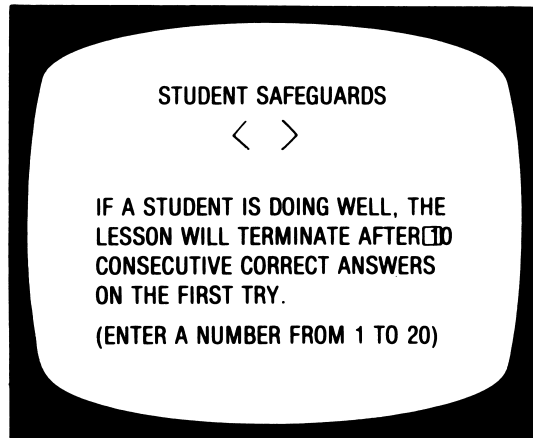
IF THE STUDENT IS DOING POORLY,
THE LESSON WILL TERMINATE IF HE/SHE
HAS LESS THAN % CORRECT ON THE
FIRST TRY.

(ENTER A NUMBER FROM 1 TO 49)

The next question relates to this decision.



You will need to skip at least some frames. If you don't, the lesson will terminate on the first frame if there is an error (0% will be below any % that you set in the previous step).



If there are a variety of skills taught or reviewed in one lesson, you may want the student to complete all the work no matter how well he/she does on the first 10. If so, change to 20, or the total number of frames in that lesson.

DESIGN OPTIONS

< >

AFTER THE STUDENT HAS GONE THROUGH
ALL THE FRAMES IN A LESSON, DO YOU
WANT THE QUESTIONS HE/SHE MISSED TO
BE PRESENTED AGAIN?

ENTER 'Y' OR 'N' ==>

DESIGN OPTIONS

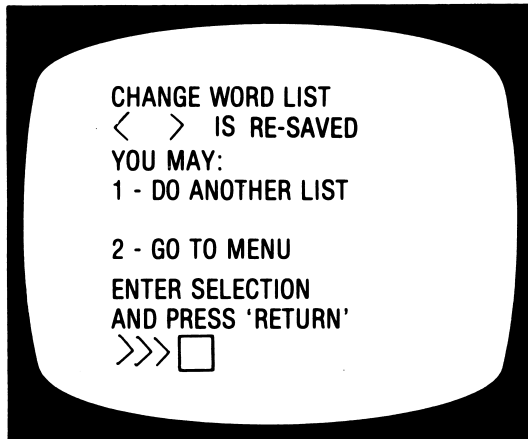
< >

WHEN THE QUESTIONS ARE PRESENTED
AGAIN, HOW MANY TRIES WOULD YOU
LIKE TO GIVE THE STUDENT BEFORE
THE CORRECT ANSWER IS DISPLAYED?

ENTER A NUMBER FROM 1 TO 9 ==>

The student safeguards do not apply to these questions. The authors assumed the teacher would want all missed items reviewed.

You will then be asked if you want to Save this List and Change the List Name. If you answer **YES**, this frame will appear.

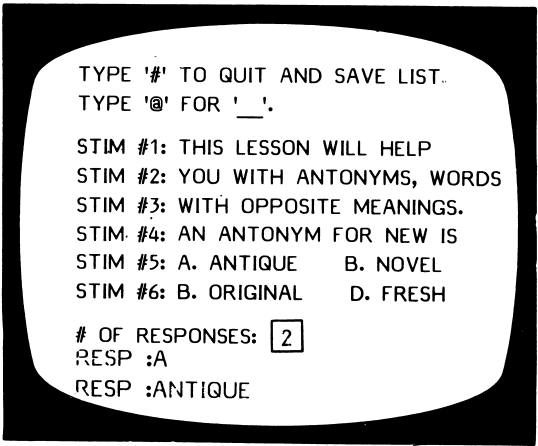
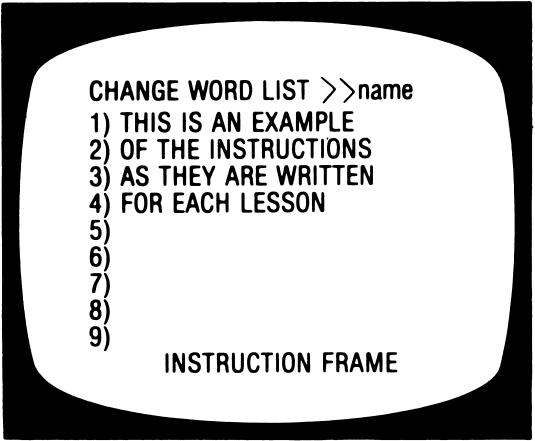


If you answer **NO**, you will go to the above menu and it will indicate that the list is 'not re-saved'.

Note: By using the random order option and the Design Options, this disk was designed to allow you to create a modifiable item pool. Rather than drawing a specific number of items, the items will be used until the student meets the criteria you specified (in terms of the number of items in a row correct).

This type of criteria was considered preferable to a % because it takes into account the fact that the child may do poorly in the beginning, but learn the concept during the lesson and begin to answer all items correctly.

Now, we are going back to page 12 and take the **NO** option. If you answer NO to the question: Do You Want to Add More Frames? (Y/N) the computer displays Instructional frames and Lesson Frames for correction.



Hypothetical example of frame to change.

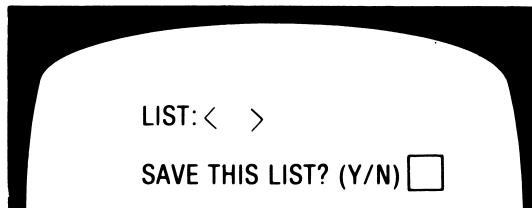
Each line will be displayed with the cursor on it.

If you don't want to change that line, press **RETURN**.

If you do, type the new stimulus or response.

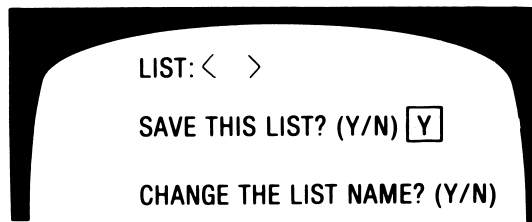
Use the ← key to move the cursor back over previous lines. When the entire list has been reviewed, the computer will branch you to the Design Options. These are the same as shown on pages 15-18.

After the Design Options:



A screenshot of a terminal window with a black background and a white, rounded rectangular area in the center. Inside this area, the text "LIST:< >" is displayed on the first line, and "SAVE THIS LIST? (Y/N) ☐

Type **Y** if you want the corrections to replace the lines that were in the original list. Type **N** if you have changed your mind about the corrections or did not make any. If you type **Y**, the final question will be:



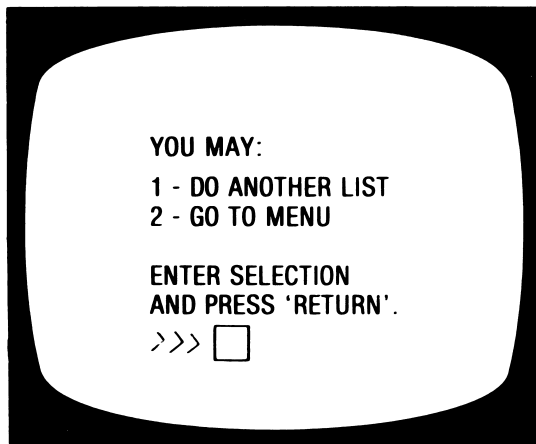
A screenshot of a terminal window with a black background and a white, rounded rectangular area in the center. Inside this area, the text "LIST:< >" is displayed on the first line, "SAVE THIS LIST? (Y/N) ☒

This allows you to keep both the 'old' lesson and the 'new' lesson. You'll find this advantageous if you are creating a lot of lessons or trying some experimental work with your CAI lessons.

The design decisions you have made may vary from lesson to lesson depending on the content and the teacher's preference.

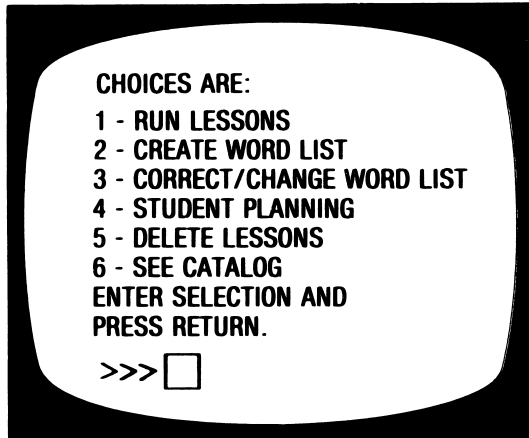
You may make different decisions for each lesson. Your decisions will only affect that lesson. If you want all lessons to be presented randomly (for example) you will need to make that modification on each lesson.

When you are finished with one lesson:



USING STUDENT PLANNING

As a student works though a lesson, the errors that he/she makes are recorded into the STUDENT PLANNING file. To see the file, bring up the MENU.



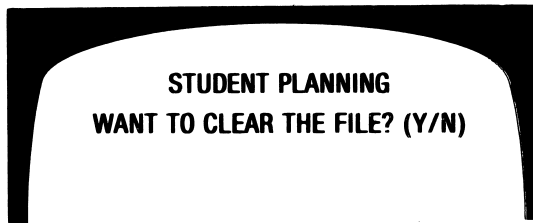
CHOICES ARE:

- 1 - RUN LESSONS
- 2 - CREATE WORD LIST
- 3 - CORRECT/CHANGE WORD LIST
- 4 - STUDENT PLANNING
- 5 - DELETE LESSONS
- 6 - SEE CATALOG

ENTER SELECTION AND
PRESS RETURN.

>>> ☐

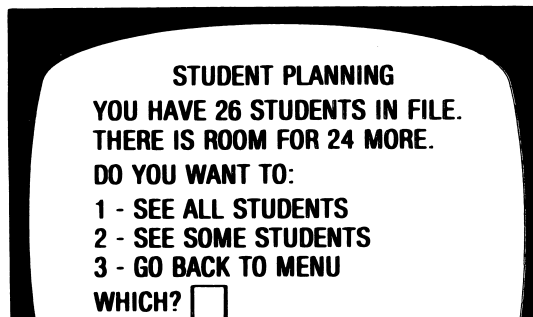
Select **4 - STUDENT PLANNING** and press **RETURN**.



STUDENT PLANNING

WANT TO CLEAR THE FILE? (Y/N)

Type **Y** if you want to completely erase all student results. Type **N** if you want to see the file.



STUDENT PLANNING

YOU HAVE 26 STUDENTS IN FILE.
THERE IS ROOM FOR 24 MORE.

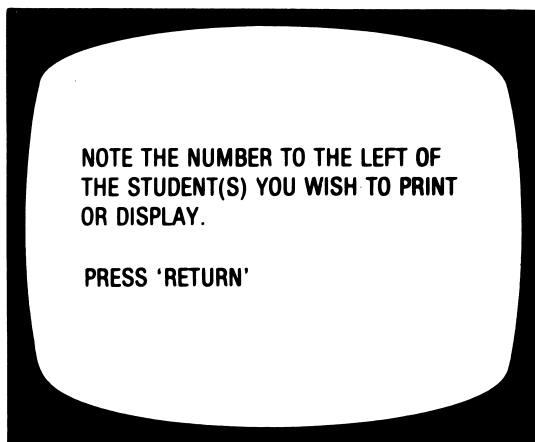
DO YOU WANT TO:

- 1 - SEE ALL STUDENTS
- 2 - SEE SOME STUDENTS
- 3 - GO BACK TO MENU

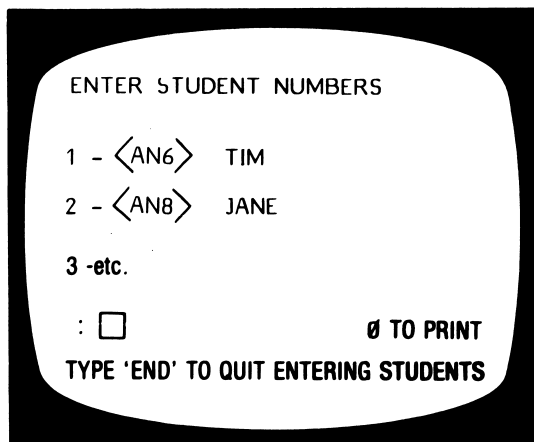
WHICH? ☐

If you wish to see all the students, select **1** and the results for all students in the file will be displayed.

If you want to see only some of the students select
2-SEE SOME STUDENTS press **RETURN**

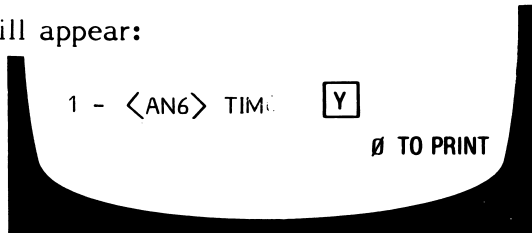


As you select the students whose records you want
to view, you will be typing just the number.



Type the number of a student you want to see and press **RETURN**. For Example: 2 This frame gives you a chance to change your mind. If you want the record on the student, type **Y**.

This frame will appear:



1 - <AN6> TIME ☒ **Y**

Ø TO PRINT

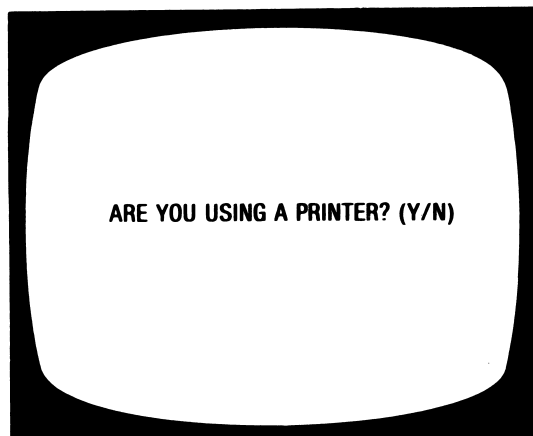


☐ 1 TO PRINT

TYPE 'END' TO QUIT ENTERING STUDENTS

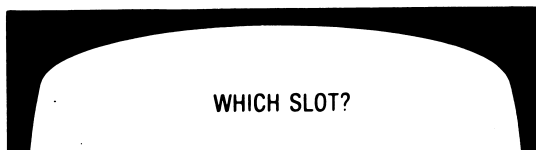
Continue selecting students whose records you want to print. The computer will keep a running tally on the number of students you wish to see.

When you have entered all of the students, type **END** (in place of another number).

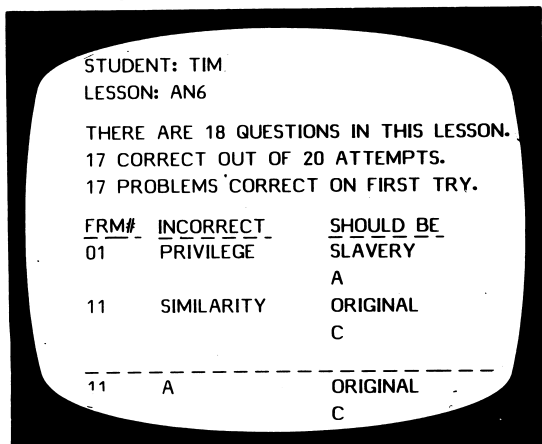


ARE YOU USING A PRINTER? (Y/N)

If you type **N**, the records will come up on your monitor.
If you type **Y** to the question about the printer, the printer will be asked:



The printer card is usually in slot 1 or 2. If you are not sure, take off the cover and check. The printout will be in the following format:

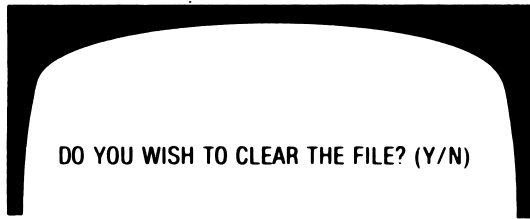


- ① This line separates the items missed on the first time through the lesson from those questions missed when they were presented for a second try.

The information on student planning will vary considerably depending on the number of tries the teacher gives the student before the correct answer is shown.

One idiosyncrasy: after all items are presented, the teacher has the option of having the missed items presented. If the student gets the question right the first time (on this second presentation), it is counted as "correct on first try".

After all information is displayed you will be asked:



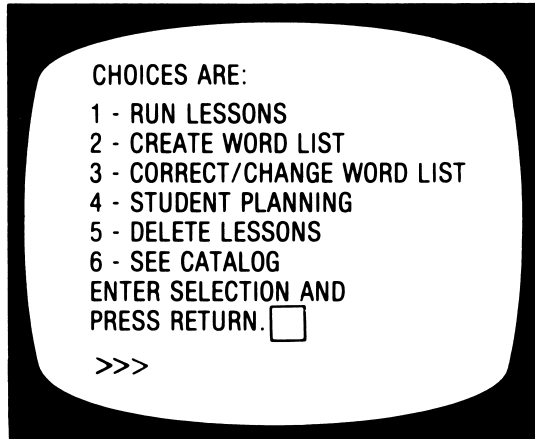
Respond as desired.

The **ESC** key may be pressed at any time to terminate display or printout of student results. A maximum of **50** records can be stored in **STUDENT PLANNING** before the files must be emptied. To empty the response file answer **Y** to the question at the end of the display/printout.

A printer is nice to have with **STUDENT PLANNING**. This program is designed to accommodate a printer interface in any slot which can be accessed by the '**PR#**' command.

TO DELETE A LESSON

Bring up your MENU.



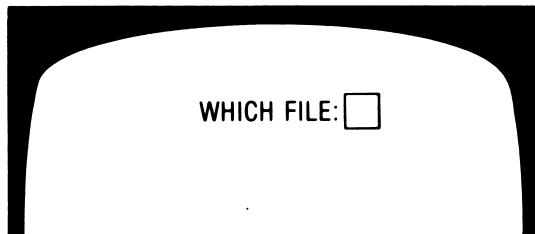
CHOICES ARE:

- 1 - RUN LESSONS
- 2 - CREATE WORD LIST
- 3 - CORRECT/CHANGE WORD LIST
- 4 - STUDENT PLANNING
- 5 - DELETE LESSONS
- 6 - SEE CATALOG

ENTER SELECTION AND
PRESS RETURN. ☐

>>>

Select 5 - DELETE LESSON



WHICH FILE: ☐

Type the name of the lesson you want deleted. Press
RETURN.

**CAUTION: BE SURE YOU WANT TO
DELETE A LESSON-ONCE IT'S
GONE, YOU CAN ONLY GET
IT BACK BY RE-ENTERING EACH FRAME!**

SUGGESTIONS FOR USE

Student Problems

After a student has completed a lesson, use the Student Planning to help you diagnose problem areas. The Student Planning keeps track of specific frames a student misses. If a student consistently misses certain items, you may want to add more practice frames. Use the **Correct/Change Word List** file to modify any of the frames, or simply add more frames.

Branching

This program has not been designed to automatically branch to an easier or more difficult lesson. It is the philosophy of the teachers who designed the program that the teacher is better qualified to prescribe the next lesson based on his/her knowledge of the student's needs and the planned classroom activity.

By using the Design Options, the teacher can define the criteria under which the program will branch and alert the teacher that a new prescription is needed.

INSTRUCTIONAL NOTES and BEHAVIORAL OBJECTIVES

The lessons on this disk were developed to help students expand their vocabulary. The objectives are similar for each of the six reading levels.

3rd Grade Readability Level

- SY3 Given a word used in context, the student will select the correct synonym.
- AN3 Given a word used in context, the student will select the correct antonym.
- SA3A Given a word used in context, the student will identify words as antonyms or synonyms. The student will select the correct antonym or synonym.
- SA3B Given a word used in context, the student will identify words as antonyms or synonyms. The student will select the correct antonym or synonym.

4th Grade Readability Level

- SY4 Same as Level 3.
- AN4 Same as Level 3.
- SA4A Same as Level 3.
- SA4B Same as Level 3.

5th Grade Readability Level

- SY5 Same as Level 3.
- AN5 Same as Level 3.
- SA5A Same as Level 3.
- SA5B Same as Level 3.

6th Grade Readability Level

SY6 Same as Level 3.
AN6 Same as Level 3.
SA6A Same as Level 3.

7th Grade Readability Level

SY7 Same as Level 3.
AN7 Same as Level 3.
SA7A Same as Level 3.

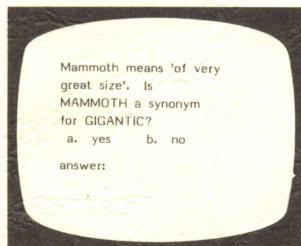
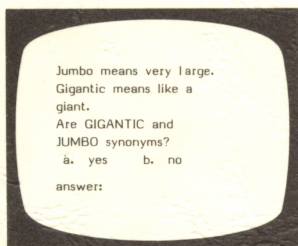
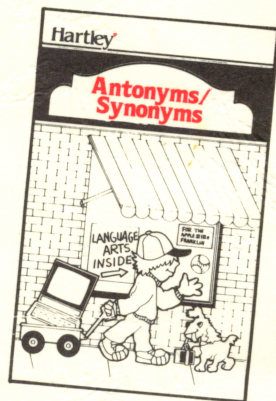
8th Grade Readability Level

SY8 Same as Level 3.
AN8 Same as Level 3.
SA8A Same as Level 3.

Antonyms/ Synonyms

Skill Level 4-8

Reading Level 4-6



A challenging program for later elementary kids!

This program was developed to provide individualized instruction for students who need practice in the identification and use of antonyms and synonyms. This is a great program for extending vocabulary.

The 21 lessons begin with third level vocabulary and gradually increase in difficulty. Four lessons are presented at the 3rd, 4th, and 5th level and three lessons at the 6th, 7th, and 8th level.

The teacher may easily **MODIFY** any of **THE LESSONS** or use the **CREATE** capability to write new lessons.

The computer keeps track of student errors for later review by the teacher.



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